

# Academic Standards for History

*May 2012 FINAL  
Elementary Standards*

*Grades Pre-K - 3*



*Pennsylvania Department of Education*

ELEMENTARY STANDARDS  
GRADES PRE-K - 3  
History

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**XXIII. INTRODUCTION**

This document includes Academic Standards for History that describes what students should know and be able to do in four areas:

- ◇ 8.1 Historical Analysis and Skills Development
- ◇ 8.2 Pennsylvania History
- ◇ 8.3 United States History
- ◇ 8.4 World History

The History Standards describe what students should know and be able to do at third through twelfth grade. They reflect an understanding of historical events and the application of historical thinking skills in viewing the human record. These academic standards provide an organizing content for schools.

To support the intent of the Public School Code and Chapter 4, this document creates four standard categories. The four standard categories were designed to meld historical thinking (8.1. Historical Analysis and Skills Development) with historical understanding (8.2. Pennsylvania History, 8.3. United States History, and 8.4. World History) to describe what students should know and be able to do.

Standard category 8.1. Historical Analysis and Skills Development provides the basis for learning the content within the other three standard categories. The intent of the history standards is to instill in each student an ability to develop historical comprehension, to evaluate historical interpretation and to understand and conduct historical research. One should not view these standards as a list of facts to recall, rather, as stated in the opening phrase to the Pennsylvania, United States and World standard categories, “Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze the interaction of cultural, economic, geographic, political and social relations.”

These standards provide a history framework to permit every school and teacher to create planned instruction. The content within this document is general and does not represent a course or even a portion thereof. Every school is encouraged to move beyond these standards. These standards are merely a starting point for the study of history. Planned instruction to meet these standards is required; however, the methodology, resources, and time are neither recommended nor implied. Having established the need to move beyond recall, it is the intent of these standards to give students throughout Pennsylvania a common cultural literacy.

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Pennsylvania, United States, and World History standard categories use the same four standard statements to guide teachers in developing planned instruction. The four standard statements include the following: (a) social, political, cultural and economic contributions of groups and individuals; (b) historical documents, artifacts and places; (c) continuity and change; (d) conflict and cooperation among social groups and organizations. Some standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. Each standard descriptor suggests content that may be addressed. These are not all encompassing and local planned instruction is not limited to these examples.

A glossary is included to assist the reader in understanding terminology contained in the standards.

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<b>8.1. Historical Analysis and Skills Development</b>						
<i>Historical Analysis and Skills Development are learned through and applied to the standards statements and their descriptors via Pennsylvania History (8.2.), United States History (8.3.), and World History (8.4.).</i>						
<b>8.1.PK. GRADE PK</b>		<b>8.1.K. GRADE K</b>		<b>8.1.1. GRADE 1</b>	<b>8.1.2. GRADE 2</b>	<b>8.1.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
<b>Continuity and Change over Time</b>	8.1.PK.A. Identify a sequence of events through a day.	8.1.K.A. Identify chronological sequence through days, weeks, months, and years (calendar time).	8.1.1.A. Demonstrate an understanding of chronology.	8.1.2.A. Read and interpret information on simple timelines.	8.1.3.A. Identify the difference between past, present and future using timelines and/or other <b>graphic representations</b> .	
<b>Fact/Opinion and Points of View</b>	8.1.PK.B. Intentionally Blank	8.1.K.B. With guidance and support, differentiate facts from <b>opinions</b> as related to an event.	8.1.1.B. Identify a problem or dilemma surrounding an event.	8.1.2.B. Identify documents relating to an event.	8.1.3.B. Identify fact, <b>opinion</b> , multiple points of view, and <b>primary sources</b> as related to historical events.	
<b>Research</b>	8.1.PK.C. Understand that information comes from many sources such as books, computers, and newspapers.	8.1.K.C. Explain how to locate information in a source.	8.1.1.C. Identify sources of historical information.	8.1.2.C. Apply sources of historical information.	8.1.3.C. Conduct teacher guided <b>inquiry</b> on assigned topics using specified <b>historical sources</b> . (Reference RWSL Standard 1.8.3 Research)	

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<b>8.2. Pennsylvania History</b>					
<b>8.2.PK. GRADE PK</b>		<b>8.2.K. GRADE K</b>	<b>8.2.1. GRADE 1</b>	<b>8.2.2. GRADE 2</b>	<b>8.2.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Contributions from Individuals and Groups (PA)</b>	8.2.PK.A. Intentionally Blank	8.2.K.A. Identify people in authority.	8.2.1.A. Identify groups of people who contribute to a community.	8.2.2.A. Identify historical figures in the local community.	8.2.3.A. Identify the <b>social, political, cultural, and economic</b> contributions of individuals and groups from Pennsylvania.
<b>Historical Documents, Artifacts, and Places (PA)</b>	8.2.PK.B. Intentionally Blank	8.2.K.B. Examine photographs of <b>documents, artifacts,</b> and places unique to Pennsylvania.	8.2.1.B. Identify symbols, slogans, or mottos that are representative of the state.	8.2.2.B. Identify important buildings, statutes, and monuments associated with the state's history.	8.2.3.B. Identify historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.  Locate historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.

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<b>8.2. Pennsylvania History</b>					
	<b>8.2.PK. GRADE PK</b>	<b>8.2.K. GRADE K</b>	<b>8.2.1. GRADE 1</b>	<b>8.2.2. GRADE 2</b>	<b>8.2.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Impact of Continuity and Change on PA History</b>	8.2.PK.C. Intentionally Blank	8.2.K.C. Intentionally Blank	8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.	8.2.2.C. Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
<b>Conflict and Cooperation (PA)</b>	8.2.PK.D. Intentionally Blank	8.2.K.D. Demonstrate an understanding of conflict.	8.2.1.D. Identify historical conflict in the community.	8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

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<b>8.3. United States History</b>					
	<b>8.3.PK. GRADE PK</b>	<b>8.3.K. GRADE K</b>	<b>8.3.1. GRADE 1</b>	<b>8.3.2. GRADE 2</b>	<b>8.3.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Contributions of Individuals and Groups (US History)</b>	8.3.PK.A. Intentionally Blank	8.3.K.A. Identify American people related to national holidays.	8.3.1.A. Identify Americans who played a significant role in American history.	8.3.2.A. Identify groups and organizations and their contributions to the United States.	8.3.3.A. Identify and describe the <b>social, political</b> , cultural, and <b>economic</b> contributions of individuals and groups in United States history.
<b>Historical Documents and Artifacts (US History)</b>	8.3.PK.B. Intentionally Blank	8.3.K.B. Identify <b>documents</b> and <b>artifacts</b> important to the classroom community.	8.3.1.B. Identify American landmarks and their significance.	8.3.2.B. Identify American <b>artifacts</b> and their importance in American history.	8.3.3.B. Identify and describe historical <b>documents, artifacts</b> , and places critical to United States history.



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<b>8.3. United States History</b>					
<b>8.3.PK. GRADE PK</b>		<b>8.3.K. GRADE K</b>	<b>8.3.1. GRADE 1</b>	<b>8.3.2. GRADE 2</b>	<b>8.3.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Impact of Continuity and Change on US History</b>	8.3.3PK.C. Intentionally Blank	8.3.K.C. Demonstrate an understanding of time order.	8.3.1.C. Identify examples of change.	8.3.2.C. Identify facts related to how different people describe the same event at different time periods.	8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.
<b>Conflict and Cooperation (United States)</b>	8.3.3PK.D. Intentionally Blank	8.3.K.D. Intentionally Blank	8.3.1.D. Identify <b>conflict</b> and describe ways to cooperate with others by making smart choices.	8.3.2.D. Demonstrate an understanding of how different groups describe the same event or situation.	8.3.3.D. Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of the US. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>

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<b>8.4. World History</b>					
<b>8.4.PK. GRADE PK</b>		<b>8.4.K. GRADE K</b>	<b>8.4.1. GRADE 1</b>	<b>8.4.2. GRADE 2</b>	<b>8.4.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Contributions of Individuals and Groups (World)</b>	8.4.PK.A. Intentionally Blank	8.4.K.A. Explain how <b>cultures</b> celebrate.	8.4.1.A. Explain why <b>cultures</b> celebrate.	8.4.2.A. Explain why <b>cultures</b> have commemorations and remembrances.	8.4.3.A. Identify the elements of <b>culture</b> and <b>ethnicity</b> .
	8.4.PK.B. Intentionally Blank	8.4.K.B. Intentionally Blank	8.4.1.B. Explain the importance of world landmarks.	8.4.2.B. Explain the significance of historical <b>documents</b> on world history.	8.4.3.B. Examine the effects of selected <b>artifacts</b> , historical <b>documents</b> , and related sites on the world.

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<b>8.4. World History</b>					
<b>8.4.PK. GRADE PK</b>		<b>8.4.K. GRADE K</b>	<b>8.4.1. GRADE 1</b>	<b>8.4.2. GRADE 2</b>	<b>8.4.3. GRADE 3</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
<b>Impact of Continuity and Change (World)</b>	8.4.PK.C. Intentionally Blank	8.4.K.C. Identify different celebrations of different cultures from around the world.	8.4.1.C. Identify holidays and ceremonies of selected world <b>cultures</b> .	8.4.2.C. Identify how <b>cultures</b> have commemorations and remembrances.	8.4.3.C. Compare and contrast selected world <b>cultures</b> .
	8.4.PK.D. Intentionally Blank	8.4.K.D. Demonstrate an understanding of <b>conflict</b> and cooperation.	8.4.1.D. Describe examples of <b>conflict</b> and cooperation in the classroom community.	8.4.2.D. Identify global issues that require cooperation among nations.	8.4.3.D. Identify <b>conflict</b> and cooperation among groups and organizations from around the world.

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**XXIV. GLOSSARY**

<b>Artifact:</b>	Any object made by human work or skill.
<b>Conflict:</b>	The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.
<b>Context of Events:</b>	The circumstances that form the environment within which something that is particularly significant, interesting, exciting, or unusual exists or takes place.
<b>Culture:</b>	The beliefs, customs, practices, and social behavior of a particular nation or people.
<b>Document:</b>	A formal piece of writing that provides information or acts as a record of events or arrangements.
<b>Economic:</b>	Relating to the production, distribution, and consumption of goods and services.
<b>Ethnicity:</b>	Identification of people sharing common history, cultural, racial, and or religious backgrounds.
<b>Graphic Representations:</b>	Visual examples.
<b>Historical Source:</b>	A person, organization, book, map, graph, table, or other text that supplies information or evidence.
<b>Human Geography:</b>	This classification, sometimes called cultural geography, involves all phases of human social life in relation to the physical earth.
<b>Inquiry:</b>	A request for information.
<b>Opinion:</b>	The view somebody takes about an issue, especially when it is based solely on personal judgment.
<b>Political:</b>	Relating to government.
<b>Primary Source:</b>	First hand historical account that may be written, illustrated, or recorded through other means.

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**Secondary Source:** An historical account recorded after the event has occurred.

**Social:** Relating to the way in which people in groups behave and interact.